CMS Lesson Plan

Teacher: Clary, Grimes and King

Lesson Date: 11/3-11/4

Tuesday/Wednesday

Subject: 8th Georgia Studies

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| **GSE Assessment Limits/Standards:** *(What are the skills being taught? Which standards are being specifically addressed in this lesson?)*  **SS8H4: Describe the impact of events that led to the ratification of the United States Constitution and the Bill of Rights.**  a. Analyze the strengths and weaknesses of both the Georgia Constitution of 1777 and the Articles of Confederation and explain how weaknesses in the Articles of Confederation led to a need to revise the Articles.  b. Describe the role of Georgia at the Constitutional Convention of 1787; include the role of Abraham Baldwin and William Few, and reasons why Georgia ratified the new constitution. | **Agenda:**  CLEAR  Lesson part 1-DI on Standard H3b  Activity 1 and 2-see below  TOD  **Essential Questions:**   * What led to the evolution of Georgia’s government from a royal colony to a constitutional democracy? (H4a, b) * How did past experience of the patriots with England’s monarchy influence their decisions regarding a new form of government? ( H4a, b) * What were the strengths and weaknesses of the Articles of Confederation and why was the decision made to write a new document rather than revise them?(H4a) * What were the strengths and weaknesses of the Georgia Constitution of 1777 and how were these weaknesses addressed? (H4a) * How did the new government assure citizens that it would not impose the oppression of the past monarchy? (H4a, CG1a) * What persons /groups/events were significant to the development of the new government of the U.S. of America and of Georgia and how? H3b, H4b |
| **Lesson Objective/Learning Intention:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)***:**  EU/EQ- CONFLICT AND CHANGE: The student will understand that when there is conflict between or within societies, change is the result.  EU/EQ- DISTRIBUTION OF POWER: The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary value and beliefs  EU/EQ- LOCATION: The student will understand that location affects a society’s economy, culture, and development.  EU/EQ- GOVERNANCE: The student will understand that as society increases in complexity and interacts with other societies, the complexity of the government also increases. | |

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| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** |
|  |  | Note: A variety of formative assessments should be used at key points throughout the lesson. |
| 20 min | **Get started/Drill/Do Now:**  *Students will read their preferred book for Clear (Counting Lexiles Encourages Active Reading) time and do a Quickwrite. Selected students will share their Quickwrite in class.*  *OR*  *CLEAR will be content-related (based on H4; COACH books and/or textbooks)*  *This clear activity provides additional content-related time so that students can gain a better understanding of the content as well as increase content comprehension.* | **Summarize (quick write)** |
| 10 min | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*  **A: Students will compete in an interactive technology activity in preparation for the Unit 2 Test. (KAHOOT IT) Topics: Causes of the American Revolution, The significant people and events in Georgia as it relates to the revolution.**  **B/C: Students will view visuals that outline/identify the meaning of a confederation.**   1. **Students will look at three pictures. These pictures will outline the outlook on the AoC**   http://b.vimeocdn.com/ts/422/174/422174382_640.jpg  Describe what you see.  What do you notice first?  What people and objects are shown?  What, if any, words do you see?  What do you see that looks different than it would in a photograph?  How does this represent the weaknesses in the AoC?  What do you see that might be a symbol?  What other details can you see?  Courtesy of : <http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Political_Cartoons.pdf> | **Review Questions** |
| 15 min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, and shared writing, discussion, writing process.)*  **A/B/C: Students will receive Direct Instruction on S4, regarding**  the Constitutional Convention of 1787; include the role of Abraham Baldwin and William Few, and reasons why Georgia ratified the new constitution  **During notes and direct instruction, students will complete cornell notes and answer questions that are teacher directed as they review.** | **Review Questions** |
| 15 min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)  *Students will complete the following:*  *A: Small-group facilitated instruction on S3b*  *B/C:*   1. Visual Notes 2. Students will partner will work with a partner to construct‘visual notes’. With the information gained from notes, COACH books and handout, the pictures and notes should reflect an explanation and role for each portion and 1 picture that represents that role. 3. With this strategy, students will complete the following: 4. Explain the reasons behind the Constitutional Convention of 1787 (What happened at this meeting?) Students will draw 2 pictures that represent this. 5. Three/fifths Compromise (explain what it is and two pictures) 6. Great Compromise (role and 1 picture) 7. Senate and House of Representatives (role and 1 picture) 8. Role of Georgia in the Const.Conv. | **Review Questions**  **Oral Assessment** |
| 10 min | **Independent Practice**: *(individual practice, discussion, writing process.)*   1. Students will write the questions and answers from Unit 2 review in the back of their CRCT prep books. (The Revolution).   B/C:   1. Venn Diagram Comparing and Contrasting Abraham Baldwin and William Few. 2. Within the Venn Diagrams, Students will answer the5W’s and 1H (who is AB and WF?; What did they contribute to the Constitutional Convention? When did they contribute? Where are they from? Why are they important? How they did impact the CC of 1787?) 3. Summary: 5-7 sentences summarizing WF and AB   Demonstrates Success by: It completes the standard of describing the role of Georgia at the Constitutional Convention of 1787; include the role of Abraham Baldwin and William Few, and reasons why Georgia ratified the new constitution. | **Review Questions**  **Oral Assessment** |
| 10 min  (Completed during Independent Practice) | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  *Student’s assignments will be graded and monitored throughout the lessons/session. As students are being monitored, teacher will check for understanding* | **Summary** |
| 5 min | **Closing Activities/Summary/DLIQ:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)*  **A: Students will unpack the actual standard by reviewing all details of SS8H3 A&B.**  A.Explain the immediate and long-term causes of the American Revolution and their impact on Georgia; include the French and Indian War (i.e., Seven Years War), Proclamation of 1763, Stamp Act, Intolerable Acts, and the Declaration of Independence.  B. Analyze the significance of people and events in Georgia on the Revolutionary War; include Loyalists, patriots, Elijah Clarke, Austin Dabney, Nancy Hart, Button Gwinnett, Lyman Hall, George Walton, Battle of Kettle Creek, and siege of Savannah.  B/C:  **Students will answer review questions (Essential Questions listed above) or questions from COACH book related to standard and content.** | **Summary** |
|  | **Enrichment/Extension/Re-teaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)*  How can you guarantee students will ask you for help? Students who do ask for additional assistance will be provided with necessary support as teachers are actively monitoring their understanding during assignment.  How will you provide alternative assignments? Students who need alternative assignments will be given vocabulary-related assignments in which they will complete a frayer model and notes based on the standard. Additionally, students will be provided with informational packets tailored to their academic level.  What about your students who have made the necessary gains? How will you enrich their learning? Students who have completed and have made the necessary gains will be allowed to complete vocabulary-related activity assigned to them every Monday. Students will be able to travel to the media center to use computers and research the vocabulary-related words in order to define, write a sentence using and draw a picture of.  How will you extend the activities? Activities will be extended based on need and/or understanding. For those who are in need, they will be assigned additional assignments (review packets that align to the standards) that reflect on their understanding.  How will you anticipate areas in need of re-teaching? Areas of reteaching will be addressed in the Do Now’s, based on the assessments in which students will then be regrouped based on assessment on quiz on 11/9. Students who have not mastered standard will be given additional assignments (which will be listed on next week’s lesson plan) which will support their need. | **Students will complete choice activities and summarize** |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)* Review Questions, Coach book, Textbook |
| **Notes:**  Students will be grouped based on assessments from benchmark (formative) and support needed. |

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| **Structure** | **Instructional Strategies Used- Please highlight, bold, or underline** |
| Whole Group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Questioning the Author (QtA) -Question-Answer-Relationships (QAR)  -Text annotation -Think aloud -Think/Pair/Share |
| Guided Practice/Small group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |
| Independent Practice | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |

Vocabulary Enrichment:

**H4 Vocabulary (due 11/1):**

* confederation ratification
* Bill of Rights
* Georgia Constitution of 1777
* Articles of Confederation
* Ratified
* Unicameral legislature
* Constitutional Convention of 1787
* Abraham Baldwin
* William Few

Lesson: Every Monday, students are given Vocabulary for the week. Students have until the following Monday to define the content-related words. As students are given the lesson in small groups or direct instruction, students will apply their knowledge of the words to their definition for the week. On the following Monday, teacher checks vocabulary for completion.

CMS Lesson Plan

Teacher: Clary, Grimes and King Lesson Date: 11/5-11/6

Subject: 8th Georgia Studies

Economy Lesson

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| **SS8E1:** Give examples of the kinds of goods and services produced in Georgia in different historical periods.  **SS8E2: Explain the benefits of free trade**.   1. Describe how Georgians have engaged in trade in different historical time periods.   **Review of Native American Economical Impacts**  **Review of Transportation System of Georgia Impact (economical)** | *Thursday, Friday Schedule*  **Opening-Introduction Question**  **Lesson part 1- DI and review**  **Activity-Activity parts 1 and 2 (see below)**  **Closing-Ticket out Door**  **EU/EQ- Production, Distribution, and Consumption: The student will understand that the production, distribution, and consumption of good/services produced by the society are affected by the location, customs, beliefs, and laws of the society.**   * How was Georgia’s economy impacted before, during and after the Revolutionary War? (E1, E2a)   What products was Georgia producing around the time of the American revolution, with whom did we trade and how did that impact or position during the war? (E1 and E2) |
| Resources:  Georgia Stories: [www.gpb.org/georgiastories/gps/SS8E1](http://www.gpb.org/georgiastories/gps/SS8E1)  Teach with H4a  GCEE Georgia Economic History Lesson 4  The Economic Weaknesses of the Articles of Confederation   * [Naval Stores Industry (7:11)](http://www.newgeorgiaencyclopedia.com/nge/Article.jsp?path=/HistoryArchaeology/LateNineteenthCentury/Topics-13&id=h-3549)   [The Trading Game EconEdLink Lesson](http://www.econedlink.org/lessons/index.php?lid=855&type=educator) **NEW!**  [Transportation: They Say We Had A Revolution (Part I) EconEdLink Lesson](http://www.econedlink.org/lessons/index.php?lid=719&type=educator) **NEW!**  [Transportation: They Say We Had A Revolution (Part II)](http://www.econedlink.org/lessons/index.php?lid=725&type=educator) **NEW!**  [Transportation: They Say We Had A Revolution (Part III)](http://www.econedlink.org/lessons/index.php?lid=727&type=educator) **NEW!**  History Central   * The American Economy Prior to the Revolutionary War   <http://www.historycentral.com/Revolt/Americans/PriorEconomic.html>   * Economic Tensions Leading to the War   <http://www.historycentral.com/Revolt/Americans/Leading.html>   * Economic Consequences of the War   <http://www.historycentral.com/Revolt/Americans/consequences.html>  E1 with H1   * [*The New Georgia Encyclopedia:* “Indigo”](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3509&hl=y) * [*The New Georgia Encyclopedia:* “Rice”](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-899&hl=y) * [GPB’s *Georgia Stories* “Georgia’s Major Export: Rice”](http://www.gpb.org/georgiastories/story/georgias_major_export_rice)   **SS8H1c:**   * [*The New Georgia Encyclopedia* “French Presence in Georgia”](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-638) * [GPB’s *Georgia Stories* “Mercantilism”](http://www.gpb.org/georgiastories/story/mercantilism) * [*The New Georgia Encyclopedia* “English Trade in Deer Skins and Slaves”](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-585&hl=y) * [*The New Georgia Encyclopedia* “Fort King George”](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2481&hl=y) * [GPB’s *Georgia Stories* “Cultures Blend”](http://www.gpb.org/georgiastories/story/cultures_blend) | |

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| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** |
|  |  | Note: A variety of formative assessments should be used at key points throughout the lesson. |
| 30 min | **Get started/Drill/Do Now:**  *CLEAR: Students will be allowed to read their own book based on their preference. For students who prefer teacher-directed reading (some students do prefer this option), Students are assigned E1 and E2 related material from Coach Book. (20 minutes)*   * *This clear activity provides additional content-related time so that students can gain a better understanding of the content as well as increase content comprehension.* * *This clear also provides the students with an option to read their own preference as far as reading.*   *Pages 198-200 in COACH book and 1-2 paragraph reflection.*  *Do Now: Students will be asked the following questions:*   1. Name the four economic transportation systems in Georgia that bring revenue to Georgia? 2. Describe 2 ways Native Americans and British profited from one another. 3. How did the Native Americans profit from one another? 4. What are the benefits of trade? | **Summarize (quick write)** |
| 10 min | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*  [*http://www.historycentral.com/Revolt/Americans/prioreconomic.html*](http://www.historycentral.com/Revolt/Americans/prioreconomic.html)  *Students will discussion the economy prior to the revolution. Students will read the following:*  The Southern colonies produced naval stores (pitch and tar from the forests), which were vital for shipbuilding in England and the colonies. The fertile soil and warm climate contributed to the creation of a plantation economy, in which indigo, rice, and tobacco. Most of these goods were exported to England in return for manufactured goods. Plantations grew in size, partly because tobacco exhausted the soil and new land needed to be acquired, so plantation owners became an entire class, wealthy and dominant in southern society.  In all regions of the colonies, merchants' attempts to promote economic growth were stifled by British policies of mercantilism. Long before capitalism, socialism, or communism were articulated as economic systems, Europe's economies had functioned under this system. The goal of mercantilism was to accumulate large stores of gold, silver, or other precious metals. Since money was viewed primarily as a store of value, the accumulation of money, in the reliable form of precious metals, was the wealth of the nation. Increasing the store of gold and silver was possible only through trade. A country would try to maximize its exports and minimize its imports, thus accumulating as much inflowing capital in the form of reliable precious metals as possible. Mercantilism could not be called a friendly, neighborly sort of system, since one country could only gain at the expense of another. In addition, the mercantile system promoted the acquisition of colonies for the purpose of exploitation for raw materials and development of markets for the exports of the mother country.  Students will describe/answer the following:  How did Europe (Great Britain) prosper economically from the colonists?  What is mercantilism?  How did the colonies benefit from Great Britain?  Students should understand that the colonists became disgruntled and frustration at the taxes and restrictions imposed by the British. | **Review Transparency on page 8. Analyze these tools.** |
| 10 min | 1. Distribute copies of *The Economic* *Causes of the American Revolution* Handout and have students complete the *Acts and Taxes* Worksheet. |  |
| 20 min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)   1. Explain to students that individuals had to choose what they thought was the best option for their situation. What was their opportunity cost (*the next best alternative given up when they made their decision*)? Remind students that the British chose to tax the colonists in order to pay off debt acquired fighting the French and Indian War (government expenditures). Instead of choosing other options, such as not taxing the colonists or allowing them to send representatives to Parliament, the British chose to forcefully create new taxes (government revenues) in order to pay the military defense costs of protecting the colonists. 2. Explain to students that British taxation of the colonists and British implementation of policies like the Navigation Act hindered colonists from participating in free trade. These factors led many colonists to rebel against Great Britain. 3. Explain to students that the Tea Act of 1773 was an example of a price incentive, and the tea actually cost less under this act. However, contrary to most price incentives (price goes down and quantity demanded goes up) the colonists chose to protest the Tea Act and instead quantity demanded went down. Ask students why colonists purchased less tea even after prices were lowered. *(Some colonists did not want to support the British because they did not have political representation in the British Parliament.)* 4. Tell students to complete the *New Class Rules/Acts and Taxes Comparison* Worksheetandanswer the discussion questions. 5. Display the historical propaganda images for students to examine. Explain to students that propaganda can be used to persuade people to behave in both positive and negative ways. Explain that much of the advertising that students see today can be considered forms of propaganda. Ask students to give some examples of modern day advertising that may be considered propaganda. 6. Distribute the *Revolutionary War Propaganda (Patriot*) Handout to one half of the class and *Revolutionary War Propaganda (Loyalist)* Handout to the other half of the class. Tell students to create a propaganda drawing that is sympathetic to the side listed on their handout. 7. Hang all student propaganda drawings somewhere in the classroom. Give students the opportunity to walk around and look at all of the drawings. 8. Discuss common themes and images found in the propaganda drawings. Encourage the students to discuss their drawings. | **Review Questions**  **Oral Assessment** |
| 10 min  \*(completed during group practice) | **Independent Practice**: *(individual practice, discussion, writing process.)*   1. Give each student a copy of the “To Fight or Not to Fight” Worksheet. Have the students complete the two decision grids and answer the questions. Discuss the different decision making processes of each man. | **Review Questions**  **Oral Assessment** |
| 5 min | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*   1. Once students have completed the activity, review the answers and discuss why so many people would be against the American Revolution in Georgia (question #4). | **Summary** |
| 5 min | **Closing Activities/Summary/DLIQ:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)*  **Students will write out the DLIQ for today’s lesson and share in a class discussion.**   * What were the economic reasons behind the start of the American Revolution? * DLIQ | **Summary** |
|  | **Enrichment/Extension/Re-teaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)*  Students who are in need of assistance with ask teacher or work with teacher in group and/or will be given alternative reading materials and alternative assessments. | **Students will complete choice activities and summarize** |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)* Review Questions, Coach book, Textbook |
| **Notes:** How can you guarantee students will ask you for help? Students who do ask for additional assistance will be provided with necessary support as teachers are actively monitoring their understanding during assignment.  How will you provide alternative assignments? Students who need alternative assignments will be given vocabulary-related assignments in which they will complete a frayer model and notes based on the standard. Additionally, students will be provided with informational packets tailored to their academic level.  What about your students who have made the necessary gains? How will you enrich their learning? Students who have completed and have made the necessary gains will be allowed to complete vocabulary-related activity assigned to them every Monday. Students will be able to travel to the media center to use computers and research the vocabulary-related words in order to define, write a sentence using and draw a picture of.  How will you extend the activities? Activities will be extended based on need and/or understanding. For those who are in need, they will be assigned additional assignments (review packets that align to the standards) that reflect on their understanding.  How will you anticipate areas in need of re-teaching? Areas of reteaching will be addressed in the Do Now’s, based on the assessments in which students will then be regrouped based on assessment on 11/1. Students who have not mastered standard will be given additional assignments (which will be listed on next week’s lesson plan) which will support their need. |

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| Guided Practice/Small group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |
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